

NORTH ELEMENTARY
1421 Bedford Avenue P.O Box 219
North, S.C. 29112

GRADES K-5 Elementary School

ENROLLMENT 322 Students

PRINCIPAL Bryan W. Fogle, Jr. 803-247-2184

SUPERINTENDENT Melvin Smoak 803-534-5454

BOARD CHAIR Melvin Crum 803-534-5454

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	17	63	26	2

IMPROVEMENT RATING:

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

NO

This school met 18 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Average	N/A
2002	Average	Good	N/A
2003	Below Average	Below Average	No
2004	Below Average	Good	No

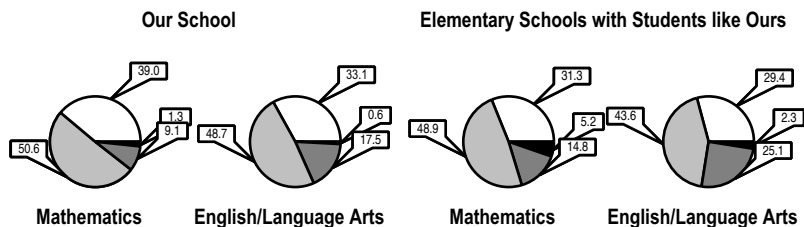
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

68.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	156	100.0	32.9	49.0	17.4	0.6	31.6	Yes	Yes
Gender									
Male	85	100.0	38.8	44.7	16.5	0.0	29.4		
Female	71	100.0	25.7	54.3	18.6	1.4	34.3		
Racial/Ethnic Group									
White	59	100.0	18.6	49.2	30.5	1.7	47.5	Yes	Yes
African-American	95	100.0	42.6	48.9	8.5	0.0	21.3	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	105	100.0	31.7	43.3	24.0	1.0	41.3		
Disabled	51	100.0	35.3	60.8	3.9	0.0	11.8	Yes	Yes
Migrant Status									
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S		
Non-migrant	155	100.0	33.1	48.7	17.5	0.6	31.8		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	156	100.0	32.9	49.0	17.4	0.6	31.6		
Socio-Economic Status									
Subsidized meals	128	100.0	39.4	47.2	13.4	0.0	25.2	Yes	Yes
Full-pay meals	28	100.0	3.6	57.1	35.7	3.6	60.7		

Mathematics - State Performance Objective = 15.5%									
All Students	156	100.0	38.7	51.0	9.0	1.3	18.7	Yes	Yes
Gender									
Male	85	100.0	38.8	50.6	9.4	1.2	18.8		
Female	71	100.0	38.6	51.4	8.6	1.4	18.6		
Racial/Ethnic Group									
White	59	100.0	16.9	62.7	18.6	1.7	30.5	Yes	Yes
African-American	95	100.0	52.1	43.6	3.2	1.1	10.6	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	105	100.0	33.7	51.0	13.5	1.9	26.9		
Disabled	51	100.0	49.0	51.0	0.0	0.0	2.0	No	Yes
Migrant Status									
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S		
Non-migrant	155	100.0	39.0	51.3	8.4	1.3	18.2		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	156	100.0	38.7	51.0	9.0	1.3	18.7		
Socio-Economic Status									
Subsidized meals	128	100.0	44.1	50.4	4.7	0.8	13.4	No	Yes
Full-pay meals	28	100.0	14.3	53.6	28.6	3.6	42.9		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data
N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	62	98.4	31.4	45.1	23.5	N/A	23.5
	Grade 4	56	98.2	33.3	52.9	13.7	N/A	13.7
	Grade 5	57	98.2	52.1	45.8	2.1	N/A	2.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	51	100.0	27.5	49.0	23.5	N/A	23.5
	Grade 4	57	100.0	42.1	38.6	17.5	1.8	19.3
	Grade 5	48	100.0	27.1	64.6	8.3	N/A	8.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	62	100.0	43.1	45.1	9.8	2.0	11.8
	Grade 4	56	100.0	50.0	42.3	7.7	N/A	7.7
	Grade 5	57	100.0	47.9	43.8	8.3	N/A	8.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	51	100.0	33.3	56.9	9.8	N/A	9.8
	Grade 4	57	100.0	45.6	42.1	10.5	1.8	12.3
	Grade 5	48	100.0	37.5	54.2	6.3	2.1	8.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 322)				
First graders who attended full-day kindergarten	76.9%	N/C	100.0%	100.0%
Retention rate	7.5%	Up from 0.3%	3.6%	2.7%
Attendance rate	95.4%	Down from 96.2%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	7.7%		6.2%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	8.3%		5.2%	3.5%
Eligible for gifted and talented	4.0%	Up from 1.7%	7.0%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	4.5%	Up from 3.4%	8.1%	8.2%
Older than usual for grade	4.3%	Up from 2.8%	2.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.9%	Up from 0.0%	0.0%	0.0%

Teachers (n= 26)				
Teachers with advanced degrees	57.7%	Up from 38.5%	47.8%	51.4%
Continuing contract teachers	92.3%	Up from 84.6%	82.6%	87.5%
Highly qualified teachers**	90.9%	N/A	93.4%	95.0%
Teachers with emergency or provisional certificates	0.0%		2.3%	0.0%
Teachers returning from previous year	87.4%	Up from 79.6%	84.5%	86.7%
Teacher attendance rate	94.5%	Down from 94.9%	94.7%	94.9%
Average teacher salary	\$41,025	Up 5.2%	\$40,146	\$40,760
Prof. development days/teacher	17.7 days	Down from 22.7 days	13.3 days	12.4 days

School				
Principal's years at school	10.0	No change	4.0	4.0
Student-teacher ratio in core subjects	16.7 to 1	Down from 17.5 to 1	17.5 to 1	18.9 to 1
Prime instructional time	87.0%	Down from 89.3%	89.4%	90.0%
Dollars spent per pupil*	\$6,728	Up 9.8%	\$6,475	\$6,044
Percent of expenditures for teacher salaries*	64.0%	Down from 68.8%	64.9%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Down from 99.2%	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	93.0%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

New innovative and best practice strategies led the way as the faculty and staff of North Elementary School worked diligently to accomplish our school's mission: to provide rigorous, meaningful learning experiences for all students. Staff development in the areas of Brain Research, Integrating Technology into the Classroom, AIMS, and Standards Based Instruction provided teachers the information needed to make learning more engaging and fun.

An emphasis in math across the curriculum forced students and teachers to try new and creative methods and to experiment with different materials and resources. Accelerated Math, an individualized computer assisted program, allowed teachers to identify weaknesses and students to follow through with more practice in these areas.

In addition to academic classes, students participated in multicultural, career awareness, character building, and service learning activities. A second-year visual artist-in-residence led our third and fourth grade students as they created beautiful flower collages. Volunteers introduced students to career opportunities as they addressed healthy life styles. The MAPPS counselor and school guidance counselor taught decision-making and conflict resolution strategies. Non-combative sports tactics in physical education stressed appropriate ways to address conflict.

Staff members from our school received several awards this year including a grant from the Laura Bush Foundation for America's Libraries and SC EIA Teacher grants.

Our goal, as always, is to meet or exceed state standard in all areas of the PACT and to increase the percentage of students "Ready" for first grade. With all of us pulling together for these common goals, our students will succeed.

Bryan W. Fogle Jr. - Principal

Tony Brimfield - SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	25	42	16
Percent satisfied with learning environment	68.0%	61.0%	68.8%
Percent satisfied with social and physical environment	68.0%	61.9%	68.8%
Percent satisfied with home-school relations	44.0%	83.3%	56.3%

*Only students at the highest elementary school grade level at this school and their parents were included.